



Black + Brown:

INSTITUTIONS OF HIGHER EDUCATION





FOREWORD

EXCELENCIA IN EDUCATION

Excelencia in Education's (*Excelencia*) mission is to accelerate Latino student success in higher education. We focus on Latino students, not to the exclusion of others, but to ensure their strengths and needs are integrated into the policies and practices that can ultimately serve all students well. Working to better address the nation's workforce and civic leadership needs, we reject the deficit model portrayal of the Latino community. Instead our work offers analysis, and strategies from an asset-based approach and focuses on the opportunities available for all to serve this country's young and fast-growing Latino community.

Over half of all Latino undergraduate students in higher education are enrolled in just over 11% of institutions in the United States identified as Hispanic-Serving Institutions (HSIs). As the Latino population continues to grow, the number of Latino college-bound students and the number of HSIs are also projected to grow. HSIs play a vital role in Latino students' pursuit of higher education and *Excelencia* works with HSIs and emerging HSIs to identify and improve practices to increase Latino and other student success. We have reported on the status and impact of Hispanic Serving Institutions since our founding in 2004. Recognizing the critical role we play in providing data driven analysis *Excelencia* launched the Hispanic-SERVING Institutions Center for Policy and Practice (HSI-CP²) in June 2014. The goals of the HSI-CP² are to inform public policy, and conduct research and analysis about practices for Latino student success.

Even as *Excelencia* has developed substantial research about the strengths and needs of Latino students

in higher education we recognize the significant consistency with many black students in higher education. This affinity, combined with the growth of Latino and black student population in higher education, led us to examine where many choose to enroll— HSIs and Historically Black Colleges and Universities (HBCUs). Combined HSIs and HBCUs enrolled 48 percent of all black and Latino students in 2012-13.

In committing to bring to the public data and analysis that reflect the educational experiences at institutions serving two of the largest growing student populations, we chose UNCF Patterson Institute as our partner. Now, we invite you to examine the profile of these two important groups of institutions and consider their role in educating tomorrow's workforce and our country's future civic leadership.

Since its founding UNCF has targeted the financial barriers that obstruct college attainment for African Americans. Though daunting and formidable obstacles, dollars are not the only barriers that UNCF works to remove. Inaccurate data and information as well as tendentious analyses and critiques of African American educational issues are all-too-often obstructions that UNCF must contend with and navigate. And no topic has been the object of more misinformation and partisanship than Historically Black Colleges and Universities (HBCUs).

HBCUs have often been a partisan target for those who oppose college aspirations of African Americans or for those who, misguided and misinformed, assume that any category with black in its title is exclusionary or somehow passé in post-racial America. So, in 1996, UNCF created the Frederick Douglass Patterson Research Institute to conduct research and disseminate accurate data and rigorously vetted reports about African American educational attainment from cradle to college and, importantly, about the role, the record of accomplishments and the impact of HBCUs.

Our research is purposeful, intentional and evidence based. Its audience is government policy and decision makers, philanthropies, educators, corporations, and individuals—including parents and students, community leaders, all of whom have important roles to perform as we work to ensure that more African Americans earn college diplomas. Patterson has a robust publication library with more work in progress, and its voice is both heard and considered in the national education conversation.

What sets this publication apart is that it is a collaborative product conceived and executed with a new and important partner, *Excelencia* in Education, whose mission is to “accelerate Latino student success in higher education.” *Excelencia* and UNCF not only share the aspiration of student success in higher education, we also believe that insight is gained when the aspirations of African Americans and Latinos are considered side by side so we can intentionally consider approaches, impacts and results. Though distinctive, the two communities share many commonalities, including our belief that we are not competitors, that we can learn from one another and that individual community successes have broader benefits for our nation as a whole.

Taken together, Latinos and African Americans represent 30% of our national population. Growth in these populations is projected to continue at a robust pace throughout the century, yet both communities trail other groups and the nation as a whole in education attainment. At UNCF, we believe that it is imperative that we close the attainment gaps at every educational level, if we are to close the gap in college completion rates. Attainment from preschool thru high school is the foundation for post-secondary success. College attainment is essential in ensuring economic security and a host of other beneficial societal outcomes from civic engagement to life expectancy.

College attainment is as vital today as it was in 1944 when UNCF was founded, but today it is even more consequential. A college degree is fast becoming the minimum academic credential of the 21st century’s high-skill economy. What high school was in the twentieth century, college is today: the academic imprimatur for the cognitive skills and capacities that learners must have to compete and remain competitive in a world where work requires intellectual agility and resilience and rewards the individual who can continue to learn and build new capabilities.

This publication, then, provides information about the institutions—HBCUs and HSIs—that have in the past and continue today to perform important roles in the educational attainment of African Americans and Latinos. It is the first, and certainly not the last, publication to present vital information as a shared narrative of African Americans and Latinos journeys to and thru college.



Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs) represent a small percentage of all institutions in the United States but educate a large portion of all black¹ and Latino² students, many of whom are low-income and first-generation college attendees. Given the population growth of these students overall, both HSIs and HBCUs are in a distinct position to help move the country's



college completion agenda forward. Therefore, showing the commonalities between these two groups of institutions can be beneficial in raising policy awareness about Latino and black students and the institutions serving them. The purpose of this short summary is to share information on the common characteristics between HBCUs and HSIs and provide a one-page factsheet³ on each set of institutions.

DEFINITION

- According to the Higher Education Act, HBCUs⁴ are defined as "... any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."
- HSIs are defined in the Higher Education Act⁵ as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment.⁶

OVERVIEW

- HBCUs and HSIs represent 20 percent of all institutions but enrolled 48 percent of all black and Hispanic undergraduate students in the fall of 2012.
- 60 percent of undergraduate students at HSIs and HBCUs are Hispanic or black.

LOCATION

- HBCUs and HSIs are very concentrated geographically. In 2012-13, the majority of HBCUs and HSIs were located in the southern half of the United States.
- Most HSIs and HBCUs are located within cities, rather than in suburbs or rural communities.

GOVERNANCE

- In 2012-13, half of HBCUs (50 percent) and most HSIs (68 percent) were public institutions.
- In 2012-13, St. Philip's College in Texas was both an HSI and an HBCU.

ENROLLMENT

- HBCU-enrolled blacks and HSI-enrolled Hispanics are more likely to be women than men (60 percent female vs. 39 percent male for HBCU-enrolled blacks, and 58 percent female vs. 40 percent male for HSI-enrolled Hispanics).

HSIS & HBCUS WITH GRADUATE PROGRAMS

- In 2012-13, 35 percent of HSIs and 56 percent of HBCUs offered graduate degrees.



Historically Black Colleges & Universities

HISTORY

In Title III of the Higher Education Act of 1965, Congress officially defined an HBCU as an institution whose principal mission was and is the education of black Americans, was accredited and was established before 1964.

OVERVIEW

- In 2012-13, there were 100 HBCUs located in 19 states, the District of Columbia and the U.S. Virgin Islands, representing 3 percent of all institutions of higher education.⁷
- 10 percent of black or African American undergraduates were enrolled at HBCUs in the fall of 2012.

LOCATION

- HBCUs are very concentrated geographically. In 2012, 92 percent of HBCUs were located in the southern United States, with 76 percent in the southeast specifically.
- Alabama had the most HBCUs (15), followed by North Carolina (10) and Georgia and Texas (9 each).
- HBCUs are also located in states that may not be generally known for having HBCUs, such as Missouri, Ohio and West Virginia.

GOVERNANCE

- The majority (88%) of HBCUs in 2012-13 were four-year institutions granting degrees at the baccalaureate level or higher. 56 percent awarded a post-baccalaureate degree, and 33 percent awarded degrees at the doctoral level.

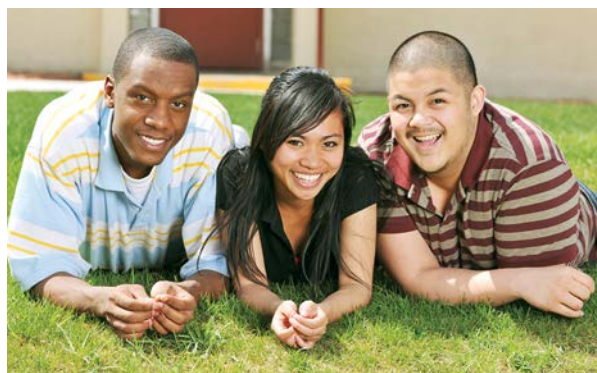
ACCESS

- In 2012, 32 percent of HBCUs had an open admissions policy. HBCUs, on average, are more affordable for students to attend. In 2012-13, the average total price of attendance for HBCUs was \$21,824, 28 percent lower than the average total price of attendance for all institutions (\$30,105).
- HBCUs promote social mobility by enrolling more students from lower socioeconomic backgrounds.⁸ In 2012-13, 73 percent of students enrolled at HBCUs were recipients of Pell Grants, compared with a national average of 42 percent.

HBCUS WITH GRADUATE PROGRAMS

- Of the 100 HBCUs, 56 offered graduate degrees in 2012 (33 offered doctoral degrees).
- Over half of these HBCUs were located in Georgia and North Carolina (six each) Alabama, and Virginia (five each), and Louisiana and Maryland (four each).

Hispanic-Serving Institutions



HISTORY

The identification of Hispanic-Serving Institutions began in the 1980s. Leaders at the federal, state and institutional levels recognized that a small set of institutions enrolled a large percentage of Latino students but had low levels of resources to educate these students. The classification of HSIs formally recognized these institutions for capacity-building and other support.

OVERVIEW

- In 2012-13, there were 370 HSIs located in 15 states and Puerto Rico, representing 11 percent of all institutions of higher education.⁹
- More than half (59 percent) of Latino undergraduates were enrolled at HSIs in 2012-13.
- The number of HSIs is growing. In ten years (2003-13)¹⁰, the number of HSIs grew from 238 to 370.

LOCATION

- HSIs are very concentrated geographically. In 2012-13, 85 percent of HSIs were located in five states and Puerto Rico, with 62 percent in the southwest United States.
- California has the most HSIs (127), followed by Texas (68), Puerto Rico (59), New Mexico (22), Florida (20), and New York (18).
- HSIs are also located in states not generally known for having large Latino populations, such as Connecticut, Kansas, Massachusetts and Washington.

GOVERNANCE

- The majority of HSIs in 2012-13 were two-year institutions. Almost half of all HSIs (48 percent) were public community colleges (178), and 4 percent of HSIs (15) were private, not-for-profit two-year institutions.
- In comparison, about 20 percent of HSIs (72) were public colleges or universities, and 28 percent of HSIs (105) were private, not-for-profit four-year institutions

ADMISSIONS

- HSIs provided greater access to degree-granting institutions of higher education than other institutions. In 2012-13, 61 percent of HSIs (226) had an open admissions policy,¹¹ compared with 38 percent of all degree-granting institutions.

EMERGING HSI

- In 2012-13, there were 277 emerging HSIs (defined as institutions with 15-24 percent undergraduate full-time equivalent Hispanic enrollment) in addition to the 370 designated as such.
- Emerging HSIs were located in 31 states; 38 percent (104) were private, not-for-profit four-year institutions, 35 percent (98) were public, two-year institutions, and 24 percent (65) were public colleges or universities.

HSI WITH GRADUATE PROGRAMS

- Of the 370 HSIs, 139 offered graduate degrees in 2012-13 (66 offered doctoral degrees).
- The largest numbers of HSIs with graduate programs were in California (36), Puerto Rico (36) and Texas (26).

EXCELENCIA IN EDUCATION



Excelencia in Education accelerates higher education success for Latino students by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their

academic achievement. A not-for-profit organization, Excelencia is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership. For more information, please visit www.EdExcelencia.org.

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UNCF — FREDERICK D. PATTERSON RESEARCH INSTITUTE



The Frederick D. Patterson Research Institute (FDPRI), the research arm of UNCF, was established in 1996 and is dedicated to conducting and disseminating research that informs policymakers, educators, philanthropists and the general public on how to best improve educational opportunities and outcomes for African Americans from preschool to and through college.

The Frederick D. Patterson Research Institute (FDPRI), the research arm of UNCF, was established in 1996 and

UNCF's mission is to build a robust and nationally recognized pipeline of under-represented students who, because of UNCF support, become highly qualified college graduates and to ensure that our network of member institutions is a respected model of best practice in moving students to and through college. For more information, please visit www.uncf.org/fdpri.

ENDNOTES

- 1 The terms “black” and “African American” are used interchangeably in this document, and are used to include black non-Americans..
- 2 The terms “Hispanic” and “Latino” are used interchangeably in this document.
- 3 Except where otherwise stated, all data are from the U.S. Department of Education, National Center for Education Statistics (NCES), Institutional Postsecondary Education Data System (IPEDS), 2012-2013, institutional characteristics and fall enrollment surveys.
- 4 There are 105 HBCUs identified by the White House Initiative on HBCUs; however, these analyses make use of only the 100 HBCUs whose data are included in the Integrated Postsecondary Education Data Systems (IPEDS).
- 5 The Higher Education Opportunity Act, PL 110-315.
- 6 Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the “Developing HSI Program,” the law further requires that an HSI have a high enrollment of needy students and low educational and general expenditures.

- 7 Institutions of higher education are defined as two-year or four-year, public or private, not-for-profit degree-granting institutions.
- 8 Awokoya, J., Richards, D., & Myrick-Harris, C. (2012). *Serving students and the public good: HBCUs and the Washington Monthly's College Rankings*. Fairfax, VA: Frederick D. Patterson Research Institute, UNCF.
- 9 Richards, D.A.R., & Awokoya, J.T. (2012). *Understanding HBCU retention and completion*. Fairfax, VA: Frederick D. Patterson Research Institute, UNCF.
- 9 Institutions of higher education are defined as two-year or four-year, public or private, not-for-profit degree-granting institutions.
- 10 Based on *Excelencia in Education* analysis of IPEDS fall enrollment surveys from the 2003-04 and 2012-13 academic years
- 11 IPEDS defines an open admissions policy as one where the institution will admit anyone who applies.



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